



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 12491716
SAU: MSAD 55
School: South Hiram Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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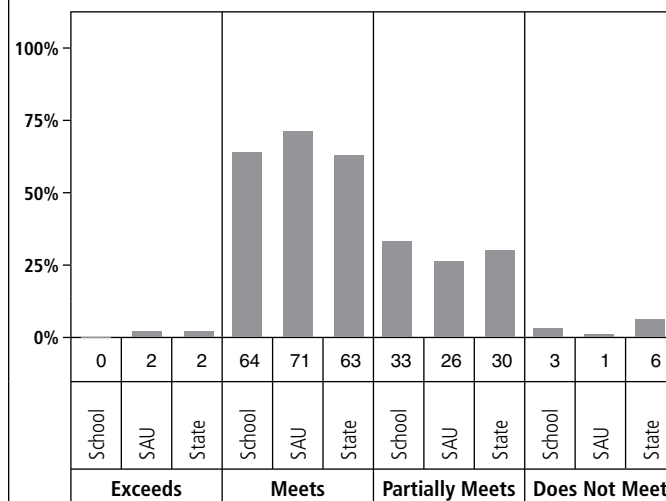
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 55
School: South Hiram Elementary School

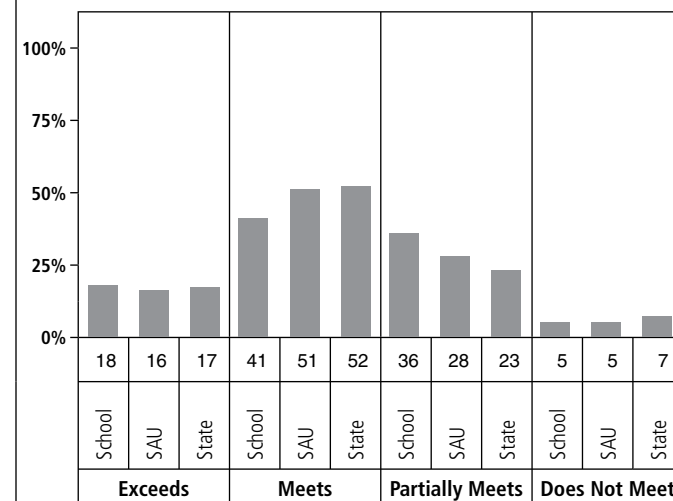
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	347	345	345
2007–2008	346	346	344
2008–2009	345	346	345
Cum. Avg.*	346	346	345
Mathematics			
2006–2007	347	346	347
2007–2008	344	347	347
2008–2009	347	348	348
Cum. Avg.*	346	347	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: MSAD 55
School: South Hiram Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	39	100	86	100	13763	100	39	100	86	100	13691	100	39	100	86	100	13691	100						
Ethnicity African American/Black	1	3	1	1	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	1	1	232	2	0	0	1	100	226	97	0	0	1	100	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	38	97	84	98	12846	93	38	100	84	100	12788	100	38	100	84	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	3	8	6	7	2414	18	3	100	6	100	2388	100	3	100	6	100	2388	100						
Current LEP	0	0	2	2	420	3	0	0	2	100	413	98	0	0	2	100	417	99						
Economically disadvantaged	26	67	38	44	5887	43	26	100	38	100	5847	100	26	100	38	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	26	67	64	74	10316	75	27	69	65	76	10355	75						
Identified disability (PET/IEP)	0	0	1	2	437	4	0	0	0	0	445	4						
LEP	0	0	1	2	192	2	0	0	1	2	193	2						
504 plan	0	0	2	3	83	1	0	0	1	2	83	1						
Participation with accommodations	13	33	22	26	3179	23	12	31	21	24	3152	23						
Identified disability (PET/IEP)	3	23	5	23	1757	55	3	25	6	29	1759	56						
LEP	0	0	1	5	214	7	0	0	1	5	219	7						
504 plan	0	0	0	0	63	2	0	0	1	5	64	2						
Other	10	77	16	73	1192	37	9	75	13	62	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 55
School: South Hiram Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	3	2	2	332	2
	2007-2008	2	6	4	5	227	2
	2008-2009	0	0	2	2	262	2
	Cum. Total*	3	3	8	3	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	27	69	67	68	8691	63
	2007-2008	20	59	46	55	8403	62
	2008-2009	25	64	61	71	8500	63
	Cum. Total*	72	64	174	65	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	11	28	24	24	3781	27
	2007-2008	12	35	29	35	4018	30
	2008-2009	13	33	22	26	3985	30
	Cum. Total*	36	32	75	28	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	5	5	1021	7
	2007-2008	0	0	4	5	938	7
	2008-2009	1	3	1	1	748	6
	Cum. Total*	1	1	10	4	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	28.3	61.5	29.6	64.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	19.8	61.9	20.8	65.0	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.5	60.7	8.8	62.9	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 55
School: South Hiram Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	0	0	25	64	13	33	1	3	345	86	2	71	26	1	346	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										1						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	38	0	0	24	63	13	34	1	3	344	84	2	70	26	1	346	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	3										6	0	17	83	0	338	2194	0	32	50	18	338
No	36	0	0	25	69	10	28	1	3	346	80	3	75	21	1	347	11301	2	69	26	3	346
Current LEP																						
Yes	0										2						406	0	39	41	20	339
No	39	0	0	25	64	13	33	1	3	345	84	2	70	26	1	346	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	26	0	0	14	54	11	42	1	4	343	38	0	61	37	3	343	5721	1	52	39	9	342
No	13	0	0	11	85	2	15	0	0	349	48	4	79	17	0	348	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	39	0	0	25	64	13	33	1	3	345	86	2	71	26	1	346	13489	2	63	30	6	345
Gender																						
Female	25	0	0	18	72	6	24	1	4	346	51	2	80	16	2	347	6568	3	67	26	4	346
Male	14	0	0	7	50	7	50	0	0	343	35	3	57	40	0	345	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	8	53	7	47	0	0	343	23	0	48	52	0	342	2300	0	39	49	11	340
No	24	0	0	17	71	6	25	1	4	346	63	3	79	16	2	347	11195	2	68	25	4	345
Gifted/talented program																						
Yes	1										2						155	11	87	2	0	354
No	38	0	0	24	63	13	34	1	3	345	84	1	71	26	1	346	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 55
School: South Hiram Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	100	0	0	344	5	1	44	39	16	340
B. less than one hour	69	0	0	20	74	7	26	0	0	346	77	3	75	22	0	347	80	2	66	28	4	345
C. one to two hours	26	0	0	4	40	5	50	1	10	341	18	0	53	40	7	343	13	2	61	32	6	344
D. more than two hours	5	0	0	1	50	1	50	0	0	344	4	0	33	67	0	343	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	0	0	16	84	3	16	0	0	348	49	5	74	21	0	348	47	3	68	24	4	346
B. good	37	0	0	6	43	7	50	1	7	341	41	0	69	29	3	344	41	1	62	31	5	344
C. fair	11	0	0	2	50	2	50	0	0	343	8	0	71	29	0	346	9	0	51	41	8	342
D. poor	3	0	0	0	0	1	100	0	0	336	1	0	0	100	0	336	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	0	0	8	80	2	20	0	0	347	26	5	82	14	0	348	31	3	63	28	6	345
B. They match some of what I have learned.	51	0	0	10	53	8	42	1	5	344	55	2	67	28	2	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	16	0	0	5	83	1	17	0	0	344	14	0	75	25	0	346	14	1	53	39	7	342
D. There is no match.	5	0	0	0	0	2	100	0	0	338	5	0	25	75	0	341	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	10	0	0	3	75	1	25	0	0	349	16	7	79	14	0	350	18	1	50	38	11	342
B. about the same as my regular schoolwork	64	0	0	16	64	9	36	0	0	345	65	2	71	27	0	346	57	2	68	26	3	346
C. easier than my regular schoolwork	26	0	0	6	60	3	30	1	10	342	19	0	63	31	6	343	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	13	0	0	2	40	3	60	0	0	342	10	0	44	56	0	342	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	46	0	0	13	72	5	28	0	0	345	49	2	76	21	0	346	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	41	0	0	10	63	5	31	1	6	345	41	3	71	23	3	347	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	23	0	0	5	56	3	33	1	11	344	24	5	67	24	5	346	22	3	67	25	4	346
B. 20 minutes to an hour	67	0	0	18	69	8	31	0	0	345	52	2	69	29	0	346	46	2	68	26	4	346
C. less than 20 minutes	3	0	0	1	100	0	0	0	0	350	13	0	82	18	0	345	18	1	56	36	8	343
D. I rarely read at home.	8	0	0	1	33	2	67	0	0	343	10	0	78	22	0	348	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	15	0	0	3	50	3	50	0	0	340	18	0	53	47	0	341	29	1	56	36	7	343
B. six to ten pages	23	0	0	4	44	4	44	1	11	342	15	0	54	38	8	343	21	2	62	31	5	344
C. eleven or more pages	62	0	0	18	75	6	25	0	0	347	67	4	79	18	0	348	50	3	68	25	5	346
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	324	50	0	50	0	50	335						
B.	0										0											
C.	33	0	0	0	0	1	100	0	0	340	25	0	0	100	0	340						
D.	33	0	0	1	100	0	0	0	0	346	25	0	100	0	0	346						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 55
School: South Hiram Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	4	10	8	8	1985	14
	2007-2008	2	6	13	16	2277	17
	2008-2009	7	18	14	16	2328	17
	Cum. Total*	13	12	35	13	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	22	56	53	54	6990	51
	2007-2008	16	47	39	47	6764	50
	2008-2009	16	41	44	51	7045	52
	Cum. Total*	54	48	136	51	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	12	31	31	32	3673	27
	2007-2008	15	44	27	33	3504	26
	2008-2009	14	36	24	28	3137	23
	Cum. Total*	41	37	82	31	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	3	6	6	1193	9
	2007-2008	1	3	4	5	1044	8
	2008-2009	2	5	4	5	997	7
	Cum. Total*	4	4	14	5	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	31.1	64.8	31.7	66.0	31.5	65.6
A. Number	20	42	12.5	62.5	12.4	62.0	12.8	64.0
B. Data	8	17	6.2	77.5	6.5	81.3	6.1	76.3
C. Geometry	8	17	5.3	66.3	5.4	67.5	5.5	68.8
D. Algebra	12	25	7.0	58.3	7.3	60.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 55
 School: South Hiram Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	7	18	16	41	14	36	2	5	347	86	16	51	28	5	348	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										1						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	38	7	18	15	39	14	37	2	5	347	84	17	50	29	5	348	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	3										6	17	33	50	0	344	2204	6	36	36	22	338
No	36	7	19	15	42	12	33	2	6	348	80	16	53	26	5	349	11303	19	55	21	4	350
Current LEP																						
Yes	0										2						412	7	37	35	21	339
No	39	7	18	16	41	14	36	2	5	347	84	17	50	29	5	348	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	26	2	8	10	38	12	46	2	8	343	38	13	45	37	5	346	5727	10	48	31	12	343
No	13	5	38	6	46	2	15	0	0	356	48	19	56	21	4	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	39	7	18	16	41	14	36	2	5	347	86	16	51	28	5	348	13501	17	52	23	7	348
Gender																						
Female	25	5	20	9	36	9	36	2	8	347	51	16	51	27	6	348	6568	16	52	24	8	348
Male	14	2	14	7	50	5	36	0	0	347	35	17	51	29	3	349	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	5	33	9	60	1	7	341	23	0	43	48	9	341	2300	4	43	39	14	340
No	24	7	29	11	46	5	21	1	4	351	63	22	54	21	3	351	11207	20	54	20	6	350
Gifted/talented program																						
Yes	1										2						155	73	26	1	0	368
No	38	6	16	16	42	14	37	2	5	347	84	14	52	29	5	348	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 55
School: South Hiram Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 69 26 5										1 77 18 4	0 20 7 0	100 49 60 0	0 26 27 100	0 5 7 0	350 349 345 339	5 80 13 3	9 19 16 6	38 54 51 31	32 22 24 39	21 5 9 24	340 349 347 337
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	33 46 15 5	3 4 0 0	23 22 0 0	6 8 2 0	46 44 33 0	4 5 4 1	31 28 67 50	0 1 0 1	0 6 0 50	351 349 341 325	30 52 14 3	27 16 0 0	58 58 25 0	15 22 67 67	0 4 8 33	355 348 339 329	40 45 12 3	25 14 7 3	51 56 49 35	17 24 34 43	7 6 10 20	351 348 343 337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	38 41 13 8	4 2 1 0	27 13 20 0	8 7 0 1	53 44 0 33	3 6 4 1	20 38 80 33	0 1 0 1	0 6 0 33	353 346 342 334	37 48 10 5	31 7 11 0	53 59 22 25	16 29 67 25	0 5 0 50	354 346 343 332	38 45 12 5	23 16 10 5	52 56 45 35	19 22 33 38	5 6 12 22	351 348 343 338
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	13 67 21	1 4 2	20 15 25	1 13 2	20 50 25	2 8 4	40 31 50	1 1 0	20 4 0	344 347 348	14 71 15	17 15 23	33 57 38	42 23 38	8 5 0	345 349 349	17 59 24	8 19 20	45 55 51	34 21 21	13 5 8	342 350 349
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	26 44 23 8	1 3 2 1	10 18 22 33	2 7 6 1	20 41 67 33	6 7 1 0	60 41 11 0	1 0 0 1	10 0 0 33	339 349 354 345	18 26 19 38	13 14 13 22	20 45 69 63	53 36 19 13	13 5 0 3	339 347 351 352	15 29 32 25	8 16 21 21	41 54 55 53	35 23 19 20	15 6 5 6	341 348 350 350
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 18 41 38	0 1 3 3	0 14 19 20	0 3 8 5	0 43 50 33	0 3 4 7	0 43 25 47	1 0 1 0	100 0 6 0	322 347 349 347	1 15 52 31	0 15 18 15	0 38 60 44	0 38 18 41	100 8 4 0	322 345 351 347	6 12 26 56	6 15 20 18	33 55 56 52	39 22 19 23	23 8 5 7	337 348 350 348
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	23 23 26 28	1 1 3 2	11 11 30 18	4 7 2 3	44 78 20 27	4 1 4 5	44 11 40 45	0 0 1 1	0 0 10 9	346 350 349 344	41 24 17 17	20 10 20 13	51 67 47 33	26 19 27 47	3 5 7 7	350 349 349 343	37 27 19 18	14 20 22 15	51 55 53 51	27 19 19 26	9 6 6 8	346 350 350 347
Optional school/SAU question A. B. C. D.	33 0 33 33	0 0 0	0 0 0	0 1 0	0 100 0	0 0 1	0 0 100	1 0 0	100 0 0	322 344 336	50 0 25 25	50 0 0	0 100 0	0 0 100	50 0 0	342 344 336						